

2005 - 2006  
NCLB Programmatic Monitoring

Title I – A, Section 1114

## LEA Schoolwide Plan Checklist

Cycle  
2

LEA \_\_\_\_\_

Date \_\_\_\_\_

Person Completing Checklist \_\_\_\_\_

E-mail Address \_\_\_\_\_

Phone Number \_\_\_\_\_

**I = IN COMPLIANCE**

**O = OUT OF COMPLIANCE**

### DIRECTIONS

1. Review each of your Title I school's completed Schoolwide Plan Worksheets and Cycle 2 Compliance Activities Worksheets.  
Complete this LEA Schoolwide Plan Checklist ensuring that all of your Title I Schoolwide schools have met all of the following requirements:
  - ☐ Mark **I** if the item is in compliance
  - ☐ Mark **O** if the item is out of compliance
  - ☐ Keep both worksheets and copies of your Title I Schoolwide Plans on file.
2. For schools found out of compliance (**O**), complete the Cycle 2 Compliance Activities Worksheet by indicating:
  - ☐ the items out of compliance and how they will be addressed;
  - ☐ who will be responsible; and
  - ☐ the date the items are brought into compliance.
3. Return the following to Ms. Bobbie Orlando, Monitoring Manager; Bin #32 at ADE by **December 1, 2005**:
  - ☐ this LEA Schoolwide Plan Checklist;
  - ☐ the completed Cycle 2 Compliance Activities Worksheet; and
  - ☐ 10% of your Schoolwide plans (at least one plan from smaller LEAs).

**The following requirements were met before the LEA consolidated and used Title I funds with other Federal, state and local funds to upgrade the entire educational program of a school:**

- \_\_\_\_\_ The school serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families or not less than 40 percent of the children enrolled in the school are from such families.
- \_\_\_\_\_ The school is not required to identify particular children as eligible to participate in a schoolwide program, or to provide supplementary services to eligible children.
- \_\_\_\_\_ The school shall use these funds only to supplement the amount of funds that would in the absence of Title I funds, be made available from non-federal sources for the school including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

**All schools operating a schoolwide program developed a plan that:**

- \_\_\_\_\_ describes how the school will implement the components of a schoolwide program;
- \_\_\_\_\_ describes how the school will use resources from other sources to implement those components;
- \_\_\_\_\_ lists the educational agency programs that will be consolidated in the schoolwide program; and
- \_\_\_\_\_ describes how the school will provide individual student academic assessment results and an interpretation of those results to parents in a language that is easy for parents to understand.

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**Each schoolwide plan in the LEA was:**

- \_\_\_\_\_ developed during a one-year period;
- \_\_\_\_\_ developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan;
- \_\_\_\_\_ in effect for the duration of the school's participation in Title I and reviewed and revised by the school as necessary;
- \_\_\_\_\_ available to the LEA, parents, and the public, and the information contained shall be in a language that is easily understood; and
- \_\_\_\_\_ if appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

**Each schoolwide plan in the LEA includes the following components:**

- \_\_\_\_\_ A comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
- \_\_\_\_\_ Schoolwide reform strategies.
- \_\_\_\_\_ Instruction by highly qualified teachers.
- \_\_\_\_\_ High quality and on-going professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- \_\_\_\_\_ Strategies to attract highly qualified teachers to high-needs schools.
- \_\_\_\_\_ Strategies to increase parental involvement.
- \_\_\_\_\_ Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
- \_\_\_\_\_ Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.
- \_\_\_\_\_ Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- \_\_\_\_\_ Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence and prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.